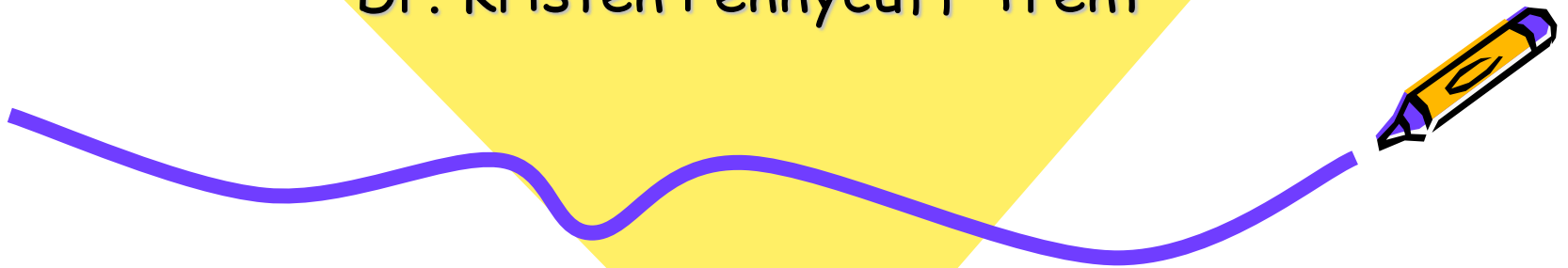


# Chapter Ten: Supporting Families of Children with Special Needs

Dr. Kristen Pennycuff Trent

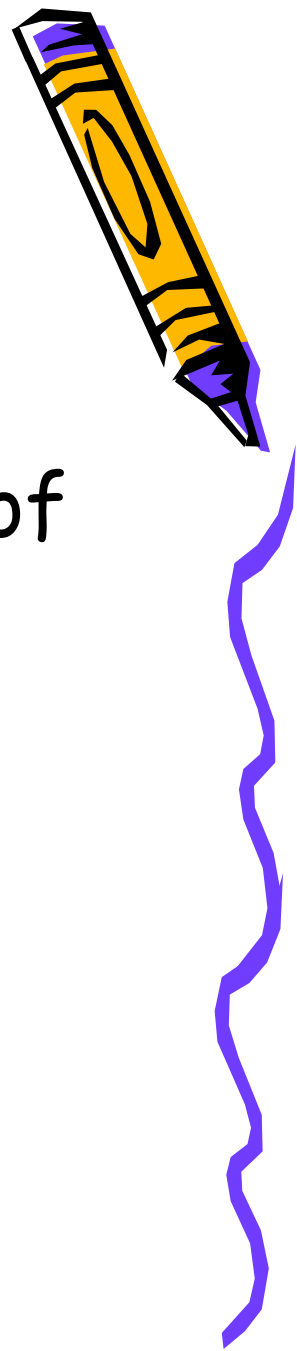


# Chapter Ten Overview



- Influences for the need of Special Education
- Legislation for People with Disabilities
- Individuals with Disabilities Education Act (IDEA) Amendments
- Gifted and Talented
- Child Find Project and Evaluation
- Part C of IDEA 97 and 2004
- The Individualized Family Service Plan and Family Survey
- Children with Disabilities in Head Start and Child Care
- Parent-School Partnerships
- Parental Reactions to Disabilities
- Concern for those who work with children with disabilities
- Rights and Services available to parents
- Working with Culturally and Linguistically Diverse Families





- Respect, empathy, interest, motivation, care, and value create strong partnerships with families of children with special needs.

-Mari Riojas-Cortez



# Influences for the need of Special Education

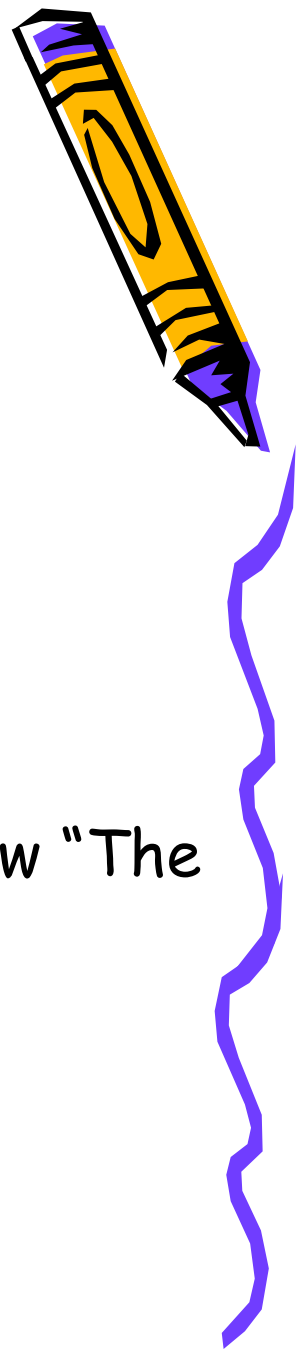


- Early Education Opportunities for Individuals with Special needs

- Residential schools began to appear - 1800s
- First in US - a school for the deaf in 1817 by T. Gallaudet
- Perkins School for the Blind, Watertown Mass.
  - Laura Bridgemen, Helen Keller
- Gallaudet College for the deaf started teaching program in 1890s
- Vineland Training School, New Jersey - training session for teachers who worked with mentally disabled



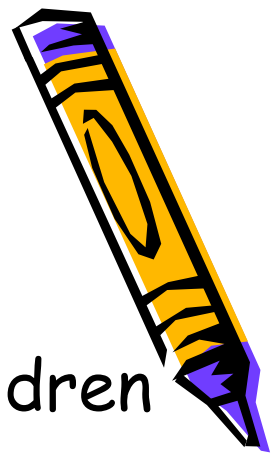
# Influences for the need of Special Education



- Community Organizations Supporting Individuals with Special Needs
  - Easter Seals
  - Joseph Kennedy Jr. Foundation
  - Special Olympics
  - Association for Retarded Citizens (ARC, now "The Arc")
  - Autism Speaks
  - Gordon Hartman Foundation



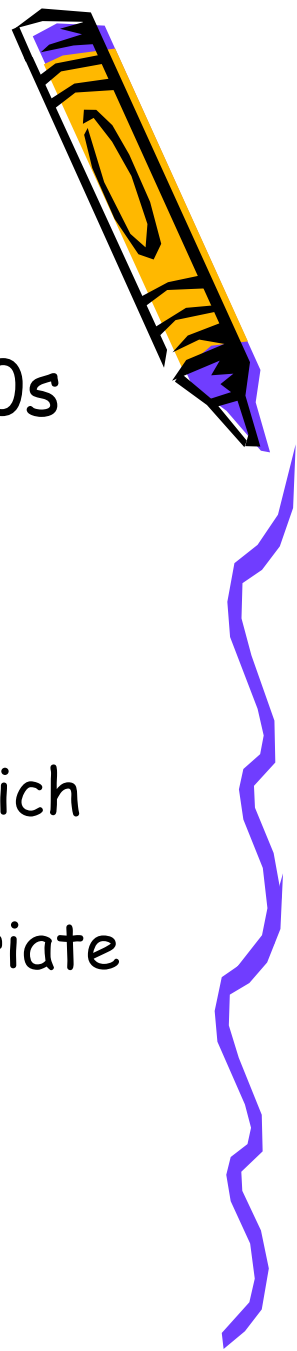
# Legislation for People with Disabilities



- Pennsylvania Association for Retarded Children (PARC), 1971
- Vocational Rehabilitation Act, 1973
- The Americans with Disabilities Act, 2008
- Education for All Handicapped Children Act of 1975—PL 94-142
- Amendments of 1983—PL 98-199
- Amendments of 1986: Infants and Toddlers with Disabilities—PL 99-457



# Legislation for People with Disabilities



- Legislation began developing in the 1960s
- Pennsylvania Association for Retarded Children (PARC), 1971
  - decision based on the 14th Amendment, which assures all children, including those with disabilities, the right to a free and appropriate education.



# Legislation for People with Disabilities



- Vocational Rehabilitation Act, 1973
  - required that "no otherwise qualified handicapped individual ... be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance"
  - Section 504 specifically applied to discrimination in employment.
  - The Rehabilitation Act Amendments of 1974 extended coverage to all civil rights, including education, employment, health, welfare, and other social-services programs.
  - Considered disabled if
    - Has a physical or mental impairment which substantially limits one or more of such person's major life activities.
    - Has a record of such impairments.
    - Is regarded as having such an impairment.





# Legislation for People with Disabilities



- The Americans with Disabilities Act, 2008
  - defines discrimination as the following: segregation, inferior or less effective services, benefits, or activities; architectural, transportation, and communication barriers; failure to make reasonable accommodations; and discriminatory qualifications and performance standards.
- 2010 ADA Standards for Accessible Design
  - sets minimum requirements for newly designed and constructed or altered State and local government facilities, public accommodations, and commercial facilities to be readily accessible and usable



# Legislation for People with Disabilities



- Education for All Handicapped Children Act of 1975  
PL 94-142
  - All people between the ages of 3 and 18 must be provided with free and appropriate public education (FAPE).
- Amendments of 1983—PL 98-199
  - extended fiscal authorization for federal aid to state and local school systems through 1987 and other improved requirements
- Amendments of 1986: Infants and Toddlers with Disabilities—PL 99-457
  - established statewide, comprehensive, coordinated, multidisciplinary, interagency programs of early-intervention services for infants and toddlers with handicaps and their families



# Individuals with Disabilities Education Act (IDEA) Amendments



- 1997 PL 105-17 and 2004 PL 108-446 - four parts:
  - (a) general provisions; (b) school aged and preschool—3-to 5-year-olds - no exclusions; (c) infants and toddlers, birth through 2; (d) support
    - Changed handicapped to child with disabilities
    - Provided for Individualized Education Plan (IEP) for ages 3-21 and Individualized Family Service Plans (IFSP) for infants and toddlers



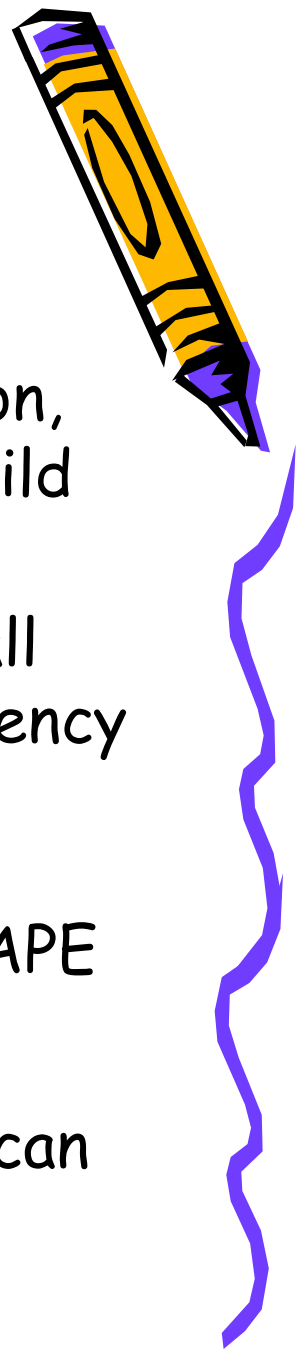
# Individuals with Disabilities Education Act (IDEA) Amendments



- Individuals with Disabilities Education Improvement Act (IDEIA) - 2006
  - Individualized Education Program (IEP) - goals that schools and parents want for their children with disabilities
- Rights and Responsibilities for Parents—IDEA 2004
  - ensure that parents are members of any group that makes decisions on the educational placement of their child.



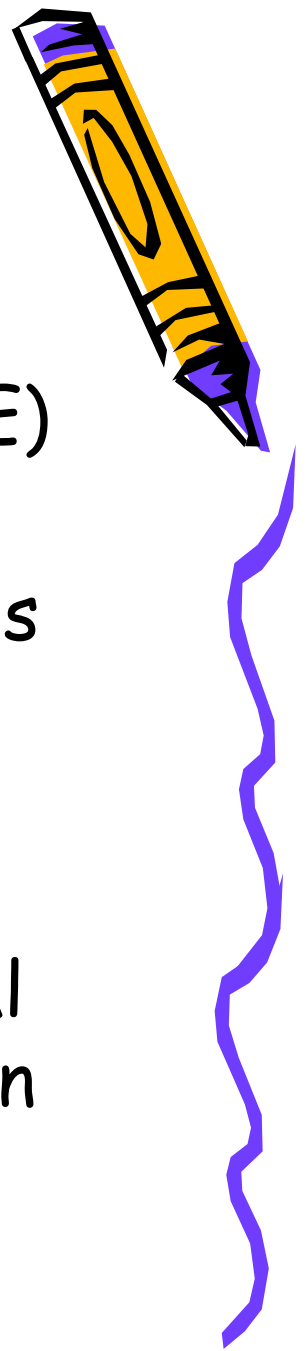
# Rights and Responsibilities of Parents- IDEA 2004



- LEA must notify parents when proposing or refusing to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE to the child.
- Parents have the right to inspect and review all records related to their child that a public agency maintains, collects, or uses regarding the identification, evaluation, or educational placement of their child or the provision of FAPE to the child.
- Parental consent is required before the child can be evaluated for the first time.



# Rights and Responsibilities of Parents- IDEA 2004



- Parents have the right to obtain an independent educational evaluation (IEE) of their child.
- Parental consent is required for a child's initial placement into special education.
- Parents have the right to challenge or appeal any decision related to the identification, evaluation, or educational placement of their child or the provision of FAPE to their child.



# Rights and Responsibilities of Parents- IDEA 2004



- Parents are responsible for notifying the LEA if they plan to remove their child from the public agency for placement in a private school at LEA expense.
- Parents are responsible for notifying the LEA if they intend to request a due-process hearing.
  - (Family and Advocates in Education Project, 2006)



# Definitions of Special Needs Terminology

- Special services must be provided to children meeting the special needs descriptions as defined by IDEA
  - Autism, Deafness, Deafness-blindness, Hearing impairment, Mental disabilities, Multiple disabilities, Orthopedic impairment, Other health impairment, Tourette's syndrome, Emotional disturbance, Specific learning disabilities, Speech or language impairment, Traumatic brain injury, Visual impairment, including blindness, and Pervasive developmental disorders.





# Students who are Gifted and Talented



- Gifted and Talented Children's Education Act, PL 95-561
  - Provides financial incentives, training, and research for identifying and educating talented and gifted students
- Jacob K. Javits Gifted and Talented Students Education Act of 1988 and 1992
  - 1998 federal funding earmarked for gifted education
- Twenty-one states provide funding for gifted children; most others do not require services to children with high abilities

(Council of State Directors of Programs for the Gifted, 2002)



# Child Find Project and Evaluation



- Child Find Project
  - Federally funded program to locate children with disabilities in order to ensure families know their rights and have access to information
- Evaluation
  - Evaluation procedures
    - Notice must be provided and informed consent obtained
    - No single procedure shall be sole criterion for determining eligibility.
    - Child must be assessed in all areas of suspected disabilities.
  - Determination of eligibility shall be made by a team of qualified professionals and the child's parents.



# Part C of IDEA 97 and 2004



- State interventional services are expected to have
  - comprehensive child-find system,
  - Individualized Family Service Plan
  - comprehensive, multidisciplinary evaluation of the infant or toddler with a disability
  - family-directed identification of the needs of each family with an at-risk infant or toddler to assist the child's development.
  - public-awareness program that focuses on early identification of infants and toddlers with disabilities
  - comprehensive system of personnel development
- 'infant or toddler with a disability' means any child under 3 who needs intervention services because the child is at risk of substantial developmental delays if intervention is not provided to the child.



# The Individualized Family Service Plan and Family Survey

- Focuses on programs for infants and young children includes:
  - infant/toddlers present levels development
  - family resources, priorities, and concerns related to enhancing development of child
  - expected major outcomes for family and child
  - specific supports and services necessary
  - describing the environment and location
  - Dates of service
  - Name of service coordinator
  - steps to be taken to support the child's transition to home, community, or preschool services

Plans evaluated once a year, more as needed



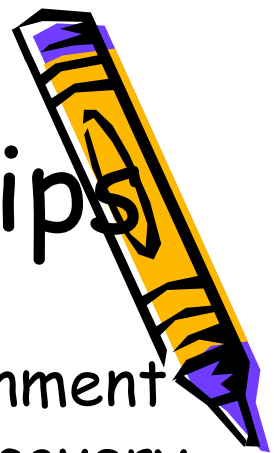
# Children with Disabilities in Head Start and Child Care



- Community Services Act (PL 96-644), 1974
  - 10 percent of Head Start's enrollment - children with disabilities.
- The coordinator of services for children with disabilities must have a plan containing the following:
  - (a) procedures for timely screening;
  - (b) procedures for making referrals to the LEA for evaluation;
  - (c) procedures to determine need for special education and related services for a child as early as child's third birthday;
  - (d) provisions to ensure accessibility of facilities and appropriate special furniture, equipment, and materials as needed
  - (e) transition of children from Early Head Start to Head Start or into other appropriate preschool placements.



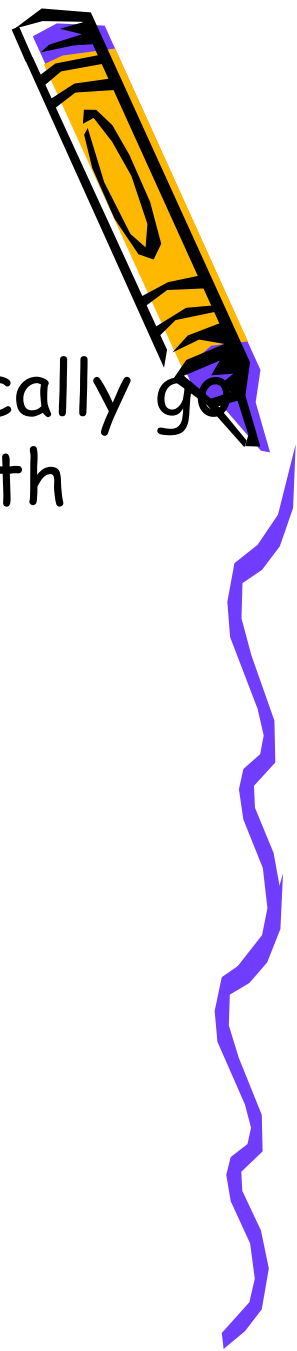
# Parent-School Partnerships



- Children need an appropriate nurturing environment where language, movement, creativity, and discovery support their physical, social- emotional, and cognitive development
- For more information: National Information Center for Children and Youth with Disabilities (NICHCY)
- How Parents Can Help the School-age Child at Home
  - First, visit with the teacher
  - Set a definite time for the child
  - Monitor progress
  - Promote success
  - Be involved in the classroom



# Parental Reactions to Disabilities



- Parents of a child with a disability typically go through a series of stages in dealing with their concerns
  - Denial
  - Projection of Blame
  - Fear
  - Guilt
  - Grief
  - Withdrawal
  - Rejection
  - Acceptance



# Concern for those who work with children with disabilities



- Burnout - exhaustion from being overworked or stress
  - Applies to both teachers and parents
- Depression and Suicide
  - Exceptional children are a high-risk group for both depression and suicide
  - Teachers and parents need to be aware of symptoms and be willing to take action and intervene





# Rights and Services available to Parents



- Buckley Amendment
  - Family Educational Rights and Privacy Act (FERPA)
    - A right for all parents but especially important for those having children with disabilities
    - Regional Office of Civil Rights can help with filing discrimination complaints



# Working with Culturally and Linguistically Diverse Families

- Culturally and linguistically diverse (CLD) children are often overrepresented in special-education classes and underrepresented in gifted and talented programs  
(Cartledge, Gardener, & Ford, 2009)
- Culturally relevant pedagogy helps teachers include CLD parents in educational decisions that affect their child.
- Some of the issues facing CLD families include:
  - Perceptions
  - Trust
  - Adaptation to the child's special needs
  - Goals for their child
  - Parenting issues
  - Goals for their child
  - Parenting issues
  - Economic issues
  - Cultural discontinuities



# Your Turn



- Visit the following site:
- <http://www.pbs.org/wgbh/misunderstoodminds/reading.html>
- And take one of the three simulations on decoding, memory, or reading.
- Share your experiences with your group.

